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This Meeting Handbook contains (1) an index of participants, (2) a program schedule, and (3) brief abstracts of 30 of the papers delivered there. Topics treated in the papers ranged from diachronic linguistics to generative studies. (JD)

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MEETING HANDBOOK

SOUTHEASTERN CONFERENCE ON LINGUISTICS

FLORIDA STATE
UNIVERSITY
TALLAHASSEE
MARCH 28-30, 1969

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DIRECTOR: HENRY W. HOGE — Florida State University

ASSOC. DIRECTOR: ANTHONY L. VANEK — Florida State University

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ANTHONY L. VANEK	(Chairman)

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Regular	$ 2.50
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INTRODUCTORY NOTE

An idea, in order to survive and flourish, must find fertile ground for its nourishment. But fertile ground is ever around us, waiting to be cultivated.

The age of specialization appears to be restrictive, yet it is possible to break its bonds if one makes the effort to look beyond his own backyard in search of new horizons. Although individual attempts to reach them will differ greatly, the goal is in many cases identical, and mutual cooperation and enlightenment can pave the way to a faster and more meaningful progress.

The idea of the Southeastern Conference on Linguistics (SECOL) was planted in the fall of 1968, its goal being mutual exchange of knowledge and research findings among linguists in the area and their exposure to new trends in the field. Fortunately the idea did find fertile ground, especially at Florida State University. Dr. Francis G. Townsend, Chairman of the English Department, realized the potential value of such an undertaking and gave impetus to its realization. Dr. Robert O. Lawton, Dean of the College of Arts and Sciences, envisioned the importance of the conference to the development of linguistic studies at Florida State as well as throughout the southeastern area, and steadily encouraged its development. Finally, Dr. E. Lawrence Chalmers, Vice President for Academic Affairs, by his continued support, enabled the conference to evolve from a limited scope into a fullblown scholarly meeting, and Dr. Henry W. Hoge, Chairman of the Department of Modern Languages, helped to transform the modest initial arrangements into a well organized program.

To all of them I wish to express my thanks for their help in converting my idea into an actuality.

Anthony L. Vanek

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PROGRAM

Sessions IIB and IIID will meet in Room 206, the School of Business; sessions I, IIA, IIIC and IV in the Starry Conference Room, the School of Business, and session V in the Leon-Lafayette Room of the University Union.

The Registration Desk will be open from 6:45 P.M. on Friday and during all Saturday sessions in the Weichelt Lounge, adjoining Starry Conference Room.

The Saturday buffet luncheon will be served in the Florida Room, University Union. Luncheon tickets at $2.75 will be available at the Registration Desk.

FRIDAY, MARCH 28, 1969

7:00 P.M. Registration

7:30 P.M. FIRST SESSION

Opening Remarks.....E. LAWRENCE CHALMERS
Vice President for Academic Affairs
Florida State University

Linguistics at Florida State....ROBERT O. LAWTON
Dean of the College of Arts and Sciences
Florida State University

The Aims of the SECOL Conference..HENRY W. HOGE
Chairman, Department of Modern Languages, and
Director, Southeastern Conference on Linguistics
Florida State University

1. CHARLES J. FILLMORE (Ohio State University)
The Lexicology of Guilt (60 min)

SATURDAY, MARCH 29, 1969

9:30 A.M. SECOND SESSION

Section A: Chairmen: James Gough, Jr. (Georgia Institute of Technology)
Arnold M. Zwicky (University of Illinois)

2. HERBERT S. COATS (University of Washington)
Rule Environment Features in Phonology (20 min)
3. CHARLES W. KISSEBERTH (Massachusetts Institute of Technology)
On the Theory of Natural Phonology (30 min)
4. STANLEY PETERS (University of Texas)
Some Problems with the Universal Base Hypothesis (60 min)

Section B: Chairmen: Richard M. Dunham (Florida State University)
Anthony Hollbrook (Florida State University)

5. S. DAVID LEONARD (University of Georgia)
Distinctiveness of Words: Some Implications (20 min)
6. RICHARD R. LEE (Florida State University)
A Predictive Linguistics for Education (20 min)

7. BOYD H. DAVIS (Queens College)
A Generative Approach to a Problem in Applied Linguistics (10 min)
8. WALBURGA VON RAFFLER ENGEL (Vanderbilt University)
The Function of Repetition in Child Language (20 min)
9. ROBERT J. SCHOLES (University of Florida)
The Role of Grammaticalness in Child and Adult Imitation (20 min)
10. K. M. N. MENON and PAUL J. JENSEN (University of Florida)
Physical Correlates of Linguistic Vowel Duration (20 min)

12:00 P.M. LUNCHEON

1:30 P.M. THIRD SESSION

Section C: Chairmen: Jerry L. Morgan (University of Chicago)
Stanley Peters (University of Texas)

11. JERROLD M. SADOCK (Tel Aviv University)
Suprahypersentences (20 min)
12. C. LEROY BAKER (University of Texas)
Double Negatives (60 min)
13. JAMES GOUGH, JR. (Georgia Institute of Technology)
The Syntax-Based Semantics of the English Determiners 'Ø, ' 'a, ' 'the' (20 min)
14. JEAN CASAGRANDE (University of Florida)
On the Source of Some Universals (20 min)
15. HAIG DER-HOUSSIKIAN (University of Florida
Deep and Surface 'Passive' Structures (20 min)

Section D: Chairmen: Benjamin H. Carroll (Florida State University)
Dana G. McKinnon (Florida State University)

16. JOHN NIST (Auburn University)
Phonesthemes and the Esthetic Inevitable in the Language of Poetry (20 min)
17. RICHARD A. LONG (Atlanta University)
The Uncle Remus Dialect: A Preliminary Linguistic View (20 min)
18. BERNHARD D. HARDER (University of North Carolina)
Three Stages of Syntactic Change from Old to Middle English: a Transformational Approach (20 min)
19. DONALD J. ABRUZZO (University of North Carolina)
A Generative-Transformational Analysis of the Genitive Case in Old English (20 min)

20. SARITA G. SCHOTTA (Virginia Polytechnic Institute)
The Relative Pronoun System of Old Saxon (10 min)
21. DONALD NEMANICH (Florida State University)
The Members of the Modal Category in English (20 min)
22. C. H. SNELLINGS and S. G. SCHOTTA (Virginia Polytechnic Institute)
A Preliminary Linguistic Analysis of the Marginal Stage Directions of Shakespeare's First Folio (10 min)

7:30 P.M. FOURTH SESSION

Chairmen: C. LeRoy Baker (University of Texas)
Charles J. Fillmore (Ohio State University)

23. JERRY L. MORGAN (University of Chicago)
On Arguing About Semantics (60 min)
24. ARNOLD M. ZWICKY (University of Illinois)
On What Suggests Itself (60 min)

SUNDAY, MARCH 30, 1969

9:00 A.M. FIFTH SESSION

Chairmen: Robert W. Beard (Florida State University)
Ho Ting Jui (Florida State University)
Victor Oelschlager (Florida State University)

25. M. J. HARDMAN-DE-BAUTISTA (University of Florida)
Computerized Archive and Dictionary of the Jaqimara Languages (South America) (20 min)
26. JAMES M. CRAWFORD (University of Georgia)
Spanish Loanwords in Cocopa (20 min)
27. CHARLES RUHL (University of North Carolina)
A Method for Semantic Analysis Using Polish Notation (20 min)
28. RONALD R. BUTTERS (Duke University)
Lexical Selection and Linguistic Deviance (20 min)
29. CHARLES S. TRAVIS (University of North Carolina)
How We Speak and Understand English (20 min)
30. DEMETRIUS J. KOUBOURLIS (University of North Carolina)
Preliminaries to the Statistical Investigation of the Aspect System in Russian (20 min)
31. JAMES H. BUCK (University of Georgia)
Japanese Characters in Written Japanese (20 min)
32. MILLA FISCHER-BAYUK (University of West Florida)
Spanish Phonology and the Relative Tractability of Its Components: A Case Study (20 min)
33. KENNETH F. RUDER (University of Florida)
A Methodology for Investigating Pauses as a Function of Syntactic Complexity (20 min)

ABSTRACTS

Donald J. Abruzzo (University of North Carolina)

A TRANSFORMATIONAL ANALYSIS OF THE OLD ENGLISH ATTRIBUTIVE GENITIVE CONSTRUCTION

There is a widespread notion that word-order in the Old English genitive construction is free or a matter, largely, of preferences and tendencies to be analyzed statistically. The simpler forms of this construction, it would seem, offer little to disturb such a view. The fact, however, that long and involved strings of genitives can be sorted out by purely syntactic means suggests the existence of some basic word-order which underlies these variations and complications. A pattern of this sort lends itself particularly well to transformational analysis. By noting and exploiting the functional identity between the determiner of the matrix noun phrase and the embedded genitive which replaces it, and likewise, by taking into account the special syntactic properties of proper names in the genitive and of possessive pronouns, one can in fact discover a straightforward set of transformational rules which prescribe considerable order within a flexible framework. These rules, which can be applied recursively and in strict sequence, describe procedures of embedding, optional order changes, and the use of determiners. In combination with ordinary apposition and coordination, these rules will account for even the most complicated constructions.

Carl LeRoy Baker (The University of Texas)

DOUBLE NEGATIVES

Many scholars of the English language have noted that there are several words and idioms in English which occur chiefly in affirmative contexts, and several others which occur chiefly in negative contexts. The best known generative-transformational analysis for facts of this sort is that given by Klima ("Negation in English," in Fodor and Katz, eds., The Structure of Language, pp. 246-323). In his analysis, some items - for example, ever and any more - are derived transformationally, while others are introduced by lexical rules of the base. In the present paper, the adequacy of such an analysis is questioned, primarily on the basis of the class of sentences referred to in traditional grammars as "double negatives." An alternative analysis is proposed, in which "polarity" is assigned cyclically to each node of a tree on the basis of the number of negative elements which have that node within their logical scope. The appropriateness in a given tree of the special words mentioned above is then determined at the conclusion of the derivation by comparing the polarity marking of each lexical item in the tree with the polarity assigned to the node dominating it. Finally, a number of special complement and conditional constructions are considered, constructions which show many of the distributional peculiarities of double negatives. The possibility of providing a similar account for them is considered briefly.

James H. Buck (University of Georgia)

JAPANESE CHARACTERS IN WRITTEN JAPANESE

The Japanese writing system, composed of both characters and various forms of kana (syllabaries), is a cultural transplant from China and its development covered many centuries. Although the great majority of characters (also called ideographs, logographs, or morphographs) were introduced from China, the Japanese consciously created a number of characters which became part of the Japanese written language. Professor Tsukishima suggests [in Hiroshi Tsukishima, Kokugaku Yōsetsu (An Outline of Japanese), Tokyo, 1959, p. 81] that the Japanese invented characters to represent ideas which did not exist in China, but which did exist in Japan. Analysis of the 5,446 characters in Nelson's Japanese-English Character Dictionary (Chas. E. Tuttle, Tokyo, 1962) does not support this view. Most of the 77 invented characters in Nelson's Dictionary describe highly specific objects. Only 3 of the 77 Japanese characters have survived to be contained in the list of 1,850 characters approved for use by Japan's Ministry of Education, probably because of their specificity and the relatively high number of strokes required to write them.

Ronald R. Butters (Duke University)

LEXICAL SELECTION AND LINGUISTIC DEVIANCE

The initial step in explaining linguistic deviance by means of generative-transformational theory must be to distinguish clearly among the types of linguistic abilities which are used in the interpretation of deviant utterances. One function of this paper is to present such a classification, differentiating between performance-related and competence-related phenomena, and distinguishing in the latter case among several subtypes, e.g. those which appear to be language-specific and those which appear to be universal.

The paper's second purpose is to examine one such subtype in some detail, showing how a grammar can be used to assign semantic interpretations directly to the class of ungrammatical strings which arise from improper lexical selection. Sincerity admires John, for instance, where it is generated by the improper selection of sincerity in a slot which calls for a human noun, is interpretable as if it were a human noun meaning "people who are sincere." Such strings seem in general interpretable by a universal procedure for the application of the rules of the semantic component of the grammar.

Jean Casagrande (University of Florida)

ON THE SOURCE OF SOME UNIVERSALS

Once we assume a semantic base we are able to relate sentences in ways which would be ad hoc in the context of a purely syntactic base. I want to point out some relations within the following groups of sentences and among those groups.

1. a. "Je veux qu'il attende."
   b. "Qu'il attende!"
2. a. "Je veux savoir s'il est vrai ou faux qu'il attend."
   b. "Est-ce qu'il attend?"
3. a. "Je veux savoir que c'est X qui attend?"
   b. "Qui est-ce qui attend?"
   c. "Qui attend?"
   d. "(C'est) Pierre."
4. a. "Il est vrai que je suis heureux."
   b. "C'est que je suis heureux."
   c. "C'est vrai."
   d. "Oui. Vraiment."
5. a. "Il est faux que le livre soit sur la table."
   b. "Non que le livre soit sur la table."
   c. "Le livre n'est pas sur la table."
   d. "C'est faux."
   e. "Non."

I want to suggest that imperative features may underly yes/no and wh-questions, as 1, 2, 3 illustrate; to characterize interrogation, negation, and sentence adverbials as cases of emphasis, as shown in 3, 4, and 5; and to demonstrate that oui and non are indeed adverbs as illustrated by 4 and 5.

Herbert S. Coats (University of Washington)

RULE ENVIRONMENT FEATURES IN PHONOLOGY

In this paper I shall describe two devices used in generative phonology to analyze exceptional forms, Rule Features and what I will call Arbitrary Morpheme Features (AMF's). I shall argue that the use of AMF's is not a satisfactory way to handle phonological exceptions and that features of an entirely different type, which we will call Rule Environment Features (REF's), should be used in their place. REF's are features that indicate whether or not the segments of a morpheme may function as part of the environment of a given rule.

As an example of an AMF in operation I will cite Chomsky and Halle's use of the feature D in their analysis of certain irregular adjectives in Russian (The Sound Pattern of English, p. 380). We shall see that it is possible to analyze these exceptions in a more straightforward way if we use REF's rather than the feature D. In addition, I shall attempt to show that REF's may be used to account for the peculiar behavior of v in the rule for obstruent voicing assimilation in Russian -- a phenomenon, incidentally, that has not been explained satisfactorily by previous investigators.

In conclusion I offer three objections to the use of AMF's in phonology: (1) They are too powerful; they permit us to describe types of phonological irregularity that probably do not occur in any language. (2) They are not universal features and in this respect are fundamentally different from other features that operate in phonology. (3) They frequently necessitate ad hoc readjustment rules. For these reasons I propose that AMF's be prohibited in phonology, and that only Rule Features and REF's be used to characterize phonological exceptions.

James M. Crawford (University of Georgia)

SPANISH LOANWORDS IN COCOPA

Cocopa, an American Indian language of the Yuman family spoken in the delta region of the Colorado River, contains a considerable number of loanwords from Spanish.

Spanish borrowings have introduced several new phonemes into the language.

The Spanish phonemic system and syllabic structure are such that words may ordinarily be borrowed without serious distortions. Certain words, on the other hand, show considerable distortions. These distortions, when considered along with the meanings of the words, indicate that the words must have entered the language during an early period of Spanish contact.

The earliest known contact with Europeans was in 1540 with Alarcon's voyage up the Colorado River. Two generations passed before another Spaniard, Onate, passed through the area in 1605. The next known visit was by Father Kino in 1701. Between 1771 and 1776 Father Garces made three trips to the delta region and visited the Cocopas. During the nineteenth century there were brief and casual encounters with British and American explorers and with the American military expedition at Fort Yuma. Shortly after 1900 Cocopas began to serve as a cheap source of labor for irrigation companies in the delta area. It is believed that it was during this latter period that the process of borrowing began on a large scale.

Boyd H. Davis (Queens College)

A GENERATIVE APPROACH TO A PROBLEM IN APPLIED LINGUISTICS

This paper attempts to show that the generative approach to syntax can be profitably utilized in the area of applied linguistics, specifically with the problem of bidialectism in the classroom. The bidialectism meant is that of a child, a native speaker of the sub-standard dialect of English. The problem concerns helping this child to become consciously and successfully bidialectal. Much previous work in this area has concentrated on phonological approaches; however, these have not always fully ameliorated the child's difficulties. A modest series of investigations in Charlotte, N. C. seem to indicate the absence of embedding in the dialect of deprived children. The hypothesis now being investigated deals with the syntax of these children, concentrating on gross features of embedding and using contrastive techniques. The hypothesis is that the child who becomes aware of and a successful practitioner of a new set of grammatical patterns will adjust his phonology to the patterns acquired when utilizing that dialect, although not necessarily in his first dialect. Samples of speech and writing of children in two elementary schools, ghetto and middle-class, are now being elicited for study. The generative approach may be most successfully utilized in this preliminary study for a variety of reasons. Possible implications for pedagogic approaches, and for a larger investigation, are presented.

Walburga von Raffler Engel (Vanderbilt University)

THE FUNCTION OF REPETITION IN CHILD LANGUAGE

From longitudinal studies of two year old children conducted by the author as well as from similar data reported in the literature it appears that the function of repetition in child language is twofold:

(1) It functions as a learning device for the retention of items newly acquired through imitation.

(2) It is used as a means of easing the process of communication. Improvement of communication is the principle aim of the child's efforts to conform his language to the socio-linguistic pattern of his significant others and theories of first-language acquisition based primarily on innate notions will be refuted.

During the telegraphic stage the child uses repetition as a means of:

(a) remembering the information to himself

(b) retaining the listener's attention

(c) easing the strain of conveying the import of the message by its bare essentials only.

This particular function (c) of repetition fulfills the same purpose of redundancy in adult language. As a matter of fact, repetition ceases when the child's speech progresses to the use of functors as part of a syntactic construction.

James Gough, Jr. (Georgia Institute of Technology)

THE SYNTAX-BASED SEMANTICS OF THE ENGLISH DETERMINERS "Ø,A,THE"

The semantics of the English determiners "Ø,a,the" is shown to originate in that domain of language where semantics merges with syntax and becomes code-induced. The introduction of this category into the system is interpreted as a semiotic device for monitoring symbolically (in an overtly less rigorous fashion, yet neutrally compatible with the quantifiers and demonstratives) the multiquantificational and multireferential modes of noun symbols. This interpretation proceeds from the notion that the English noun phrase is best conceived at its base as a protosentential ordered pair of ostensions of the form ⟨this IS this + Noun symbol⟩. The initial "this," a universal index, selects a referent and is paired with a particular this-index that selects a noun symbol. The universal selective index so paired with a lexically bound particular selective index in turn levels the various semantic modes of common nouns to an initially quantificational and referential "sameness." Indefinite and definite referential, singular and plural, mass and count distinctions are derivable from the ordered this-pair by imposing on it the Boolean structure of disjunction and/or conjunction, the operations on which generate the determiner.

Bernhard D. Harder (University of North Carolina)

SYNTACTIC CHANGES FROM OLD ENGLISH TO MIDDLE ENGLISH - A TRANSFORMATIONAL APPROACH

Transformational grammar has proven very useful in describing Modern English but few attempts have been made to apply this method to a historical description of the language. This paper will examine the efficiency of transformational methods in describing historical language changes. Elizabeth Closs has discovered that most of these changes from OE to ME take place in the verb system (E. Closs, A Grammar of Alfred's Orosius, Diss. for the U. of California.) and has compared the structure of the MV of the 9th and 15th century ("Diachronic Syntax and Generative Grammar," Language 41,402-415.). These rules are helpful but the language they describe has already changed too radically to allow one to determine the sensitivity of transformational grammar to historical change. I have, therefore, examined the verb structure of English during the 12th century and described the process of the changes that have occurred by that time. These changes are difficult to observe without the use of transformational methods as can be shown by comparing conventional statements about OE and ME syntax by Quirk and Wrenn, and Tauno F. Mustanoja with the transformational rule. Transformational methods will enable us to make a more detailed and more correct description of the syntactic changes in English than any other method can.

M. J. Hardman-de-Bautista (University of Florida)

JAQIMARA LANGUAGES: COMPUTERIZED COMPARATIVE DICTIONARY

The Jaquimara family of languages is found in the Andes of Perú and Bolivia in South America. The three known still extant members of the family are Aymara, with about one million speakers, Jaqaru, with approximately two thousand, and Kawki, with only twenty or so. The paper will present a brief description of the salient structural characteristics of the language family.

Work has begun on the development of a dictionary through the use of computer programming which will permit listing by any of the languages coded, by grammatical classification, by dialect, and any one of a number of other pertinent categories. Comparative listing of structural characteristics is planned. The programming is such that it is expected to be used for comparative purposes in the reconstruction of the proto language of the Jaqimara family. The current and projected computer use will be discussed.

Charles W. Kisseberth (University of Illinois/Massachusetts Institute of Technology)

ON THE THEORY OF NATURAL PHONOLOGY

We begin by suggesting a somewhat different way of incorporating the notion "marked/unmarked" into the theory of phonology from that proposed in The Sound Pattern of English. We then attempt to demonstrate that, given this alternative approach, it is possible to extend the notion "universal marking convention" so that a much wider range of facts about the relative naturalness of phonological rules can be accounted for than was previously possible. In particular, we will show that although the marking conventions in SPE were limited to making certain kinds of claims about the relative naturalness of structural changes in phonological rules, it is possible to extend the notion of "marking convention" to include facts about the relative naturalness of the environment in which a structural change occurs.

Richard R. Lee (Florida State University)

NEEDED: A PREDICTIVE LINGUISTICS FOR EDUCATION

The educator's task is to equalize linguistic performance. Current linguistic theory, with its assumptions of a uniform competence model and its narrow concentration on sentential grammar, is too limited to offer an adequate conceptual base for language pedagogy.

Three lines of linguistic description must be developed. First, flexible bounds must be determined for the assumed non-finite set of possible utterances; the assumption of infinitude is a theoretical convenience contradicted by the demands of human performance. A first step would be the establishment of a probablistic description of content.

Also, a content component must be added to linguistic description beyond the lexical level to account for message transmission created by discontinuous or anomalous sequences. This entails a specification of culturally bound sociological data, such as the roles assumed by speaker and listener, which in turn specifies stylistic constraints. This component accounts for listerner expectations in addition to sender emissions.

The completed description would predict the content of a message and specify the phonological, lexical and syntacic constraints observed by the speaker-listener in probablistic terms, the information the fully adept speaker already knows.

S. David Leonard (University of Georgia)

DISTINCTIVENESS OF WORDS: SOME IMPLICATIONS

Of the many properties of words one of the most interesting is distinctiveness. There are many ways in which distinctiveness may be defined. An operational definition is required before any analysis may be performed on the way in which distinctiveness interacts with other variables in determining the usage of words as well as various learning phenomena which may be associated with words in the abstract or in context.

Two approaches to measuring the distinctiveness of words have been taken. One technique attempted to measure distinctiveness on the basis of subjective rating scales. The second approach used a short term recognition memory technique. This involved presenting a long series of words in which each word was presented twice with varying numbers of words intervening between the first and second presentation of the word. Correct recognition of a word as old (second presentation) was labelled a hit. Incorrect labelling of a word as old (i.e. first presentation) was labelled a false alarm. A number of subjects were presented the series, and the distinctiveness value was taken as the difference between hits and false alarms.

The second approach has led to fruitful results in studies of abstract learning (e.g. serial lists, paired associates). Implications of this result for contextual material will be discussed.

Richard A. Long (Atlanta University)

THE UNCLE REMUS DIALECT: A PRELIMINARY LINGUISTIC VIEW

The vogue of Negro dialect in nineteenth century American writing reached its apogee in the Uncle Remus cycle of Joel Chandler Harris. Harris made a serious attempt to reproduce the kind of black speech he remembered from his youth in Middle Georgia. The present reorientation of perspective in the analysis of black speech which has its unacknowledged roots in the work of Turner and Herskovits suffers from its strictly synchronic bias. Diachronic evidence may perhaps be found in the work of Harris and other serious dialect writers. A series of studies will be undertaken at Atlanta University to explore this question.

From the standpoint of graphemics, there is the problem posed by the inability of most dialect writers to distinguish between phonetic re-spelling of standard items and distinctive dialect pronunciation (e.g. en = and vs. dey = they).

Phonemic features clearly marked by Harris may be classed mainly as substitutive (e.g. d = voiced th), though phoneme deletion (e.g. low = allowed) and, more rarely, phoneme addition occur. The regularity and consistency of most phonemic features represented in the writings of Harris attest to their likely presence in actual speech.

Morphological features such as the uninflected verbal system and the regular afixing of to to certain verbs and modifiers (e.g. wanter; kinder should perhaps be interpreted as standard) show similar consistency.

The syntax of the Uncle Remus dialect possesses distinctive features such as the suppression of auxillary do and initial as in [illegible]ons.

Finally, lexical features such as word-creation would seem to fall under the rubric of distinctive linguistic traits of black dialect.

K. M. N. Menon and Paul J. Jensen (University of Florida)

PHYSICAL CORRELATES OF LINGUISTIC VOWEL DURATION

This study attempts to specify physical properties associated with linguistic vowel duration as a first step in exploring the perceptual cues underlying the distinction between phonemically short and long vowels in Malayalam which has five vowels /i e a o u/, contrasting in length. 10 CVCV words which differed only in vowel content, spoken by four adult native speakers of Malayalam, were subjected to detailed acoustic analysis. Measurements pertaining to the formant frequencies and duration of the vowels were obtained. Preliminary results indicated that the duration of the vowels did not have any appreciable effect on the formant frequencies of the vowels. For example, the average frequency values of the first three formants of short /a/ were found at 520 Hz, 1110 Hz and 2095 Hz respectively, and those for long /ā/ were at 555Hz, 1050 Hz and 2080 Hz respectively. Similar small variations in the frequency values existed for other vowels. Average durations for short and long vowels were found to be 95 msec. and 170 msec. respectively. Thus, these preliminary findings suggest that a significant perceptual cue for the distinction of short and long vowels resides in the relative duration of the vowels.

Jerry L. Morgan (University of Chicago)

ON ARGUING ABOUT SEMANTICS

Several generative grammarians have made varying suggestions concerning the degree of abstractness of underlying syntactic structure. The purpose of this paper is to examine the assumptions and implications of what is probably the most radical of these hypotheses, namely that of McCawley that underlying syntactic structure is in fact semantic representation. It will be shown that such a theory is full of interesting implied claims about the nature of language, but is in need of clarification in several areas, particularly in the areas of the nature of semantic representation and of criteria for what constitutes evidence for the semantic structure underlying sentences and lexical items. Some proposals in these areas will be offered.

Donald Dean Nemanich (Florida State University)

THE MEMBERS OF THE MODAL CATEGORY IN ENGLISH

Language scholars have traditionally accepted nine items as modals in English: can, could, will, would, shall, should, may, might, and must. Some have also accepted dare and need, but most rejected ought to and used to. The criteria traditionally used in determining the members of the modal category have sometimes been contradictory: (1) modals are directly negated by "-n't" accepts need and ought, but rejects may and used to; (2) modals precede the subject in "yes-no" questions accepts ought, dare, and need, but rejects used to; and (3) modals are followed by finite verbs rather than marked infinitives accepts some uses of dare and need, but rejects others, along with used to and ought to.

Two other criteria for determining the members of the modal category in English seem preferable to those previously cited, and are entirely consistent in their membership: (1) modals must precede any other auxiliary or verb form, and (2) modals have only one form. Using these two criteria, one obtains a list of modals in English consisting not only of the nine universally accepted members: can, could, will, would, shall, should, may, might, and must, but also including ought to, used to, better, and had better. Dare and need do not fit these criteria, and should be considered catenative verbs like have to, or be going to.

John Nist (Auburn University)

PHONESTHEMES AND THE ESTHETIC INEVITABLE IN THE LANGUAGE OF POETRY

In any literary discourse, the theme and its thesis are to the semantic component as the pattern of narration (or conflict) is to the grammatical component as the chain of motifs is to the phonological component. In poetry, especially, phonesthemes -- minimum units or clusters of sound artistically exploited to create minimum units of esthetic meaning and value -- are extremely important items in the chain of motifs for the expression of thematic art by means of technical craft.

Drawing upon the resources of phonetic intensives and distinctive acoustic features as the esthetic norm in the code of the language, phonesthemes operate by means of an esthetic function in the message of the poet to achieve an esthetic value in the permanent and infinitely reiterable text of his finished work. Phonesthemes achieve this esthetic value, by which the quantity of a crucial degree becomes the quality of a new kind, through a series of ever-constricting choices in either the principle of critical saturation or the principle of critical scarcity until the apparent freedom of style that has brought them into being becomes the esthetic inevitable -- a fact demonstrable in the work of such different poets as Shakespeare, Tennyson, Hopkins, and Housman.

Stanley Peters (University of Texas)

SOME PROBLEMS WITH THE UNIVERSAL BASE HYPOTHESIS

Some researchers have proposed that the grammars of all natural languages contain precisely the same set of base rules. This claim, known as the Universal Base Hypothesis, is commonly held to be a strong empirical claim which if incorrect is very easily falsified and which can therefore be supported strongly by demonstrating the non-existence of counterevidence. Recent progress in mathematical study of transformational grammars has made it possible to investigate further the consequences of this hypothesis. R. W. Ritchie and I have shown that there is an infinite class of different base components, each of which can serve as the base component of a transformational grammar for any possible natural language, a grammar which cannot be shown by any empirical considerations to be descriptively inadequate. Furthermore, it can be shown that the evaluation metric which forms a basis for selection on theoretical grounds of a particular grammar cannot provide any empirically justified basis for rejecting the claim that any one of this infinite class of base components is indeed the base component of the grammar of each natural language. Thus the universal base hypothesis is, when embedded in the framework of current transformational theory, empirically empty. Many other claims about grammars suffer from the same defect. In order to remedy these defects, a strong set of substantive restrictions will have to be placed on the rules of grammars. Some implications of this necessity will be discussed.

Kenneth F. Ruder (University of Florida)

A METHODOLOGY FOR INVESTIGATING PAUSES AS A FUNCTION OF SYNTACTIC COMPLEXITY*

Recent studies show that 40 to 60 percent of the time spent in speaking is taken up by pausing, yet very little information is available concerning pausal phenomena. While there have been attempts to specify the nature and function of speech pauses on the basis of descriptive studies, there have been, to date, almost no attempts to study pausal phenomena in an experimental setting. One reason for the lack of such studies has been the relative inaccessibility of pauses for experimental manipulation. This paper presents an inexpensive instrumental approach which does allow for precise, experimental manipulation of the duration of the intervals of silence constituting speech pauses. Using recorded sentences, this instrumentation provides the listener with the capability to adjust the duration of a pause at a selected syntactic boundary by mechanically delaying the playback of the part of the sentence following the pause with respect to the playback of the part of the sentence preceding the pause. Pilot data will be presented comparing the durations of fluent and hesitation pauses within identical phonetic and syntactic environments in order to demonstrate the applicability of this methodology.

* This research is supported by NSF Grant GS-2337

Charles Ruhl (University of North Carolina)

A METHOD FOR SEMANTIC ANALYSIS USING POLISH NOTATION

My paper sketches some results of research done in semantics using the following method:

(1) Assume a number of "indefinite" logical arguments (nouns), represented by small letters in the following formulas and by large letters in the glosses;

(2) Assume the following logical connectives and predicates:

K	"and"	Kab	"A and B"
N	"not"	Na	"not A"
H	"has"	Hab	"A has B" or "B is in/[illegible]/on A"
S	"order"	Sab	"first A, then B"
X	"here"	Xa	"A is here"
G	"cause"	Gab	"A causes B"

Using these, and others, I devise underlying formulas for sentences containing verbs which contain some notion of movement: "move," "give," "take," "come," "go," and the like. Using an abbreviation device such that

SKaNbKNab "first A and not B, then not A and B"

is represented as

S.ab

we have the following formulas:

S.HabHcb	"B moves from A to C" (literally: first B at A, then B at C)
GaS.HcbHdb	"A moves B from C to D"
Gas.HabHcb	"A gives B to C"

Besides showing similarities between such words as "move" and "give" this notation may aid in formulating a system for <u>inference</u> relations in linguistic analysis.

Jerrold M. Sadock (Tel Aviv University)

SUPER-HYPERSENTENCES

In Ross' "On Declarative Sentences" the claim is made that sentences with a performative sense never occur as verb complements. Despite the existence of a few idiosyncratic counterexamples such as, I regret that I must inform you of your dismissal, Ross' claim strikes me as correct. However, the fact that seemingly indentical structures occur without the performative meaning when embedded, was given no explanation. I propose to offer one.

I suggest that the underlying, abstract, performative-like sentences (hypersentences) are themselves dominated by a sentence containing a verb which is of that exceptional type that forces a performative interpretation on its complement. Such a "super-hypersentence" cannot be embedded so that the performative sense for which it is responsible is ordinarily lacking in embedded structures of all kinds.

This super-hypersentence proposal allows a uniform description of obligatory pronominalization regardless of person, a uniform description of the properties of quotations both direct and indirect, and an account of the properties of echo and parrot utterances to be given. For true performatives, however, a performative identical to the surface one is required between the super-hypersentence and the lower structure.

Robert H. Scholes (University of Florida)

THE ROLE OF GRAMMATICALNESS IN CHILD AND ADULT IMITATION OF WORD STRINGS

The ability of Ss to imitate sentences differs significantly from their ability to imitate non-sentential word-strings of equal length. This study asks about the importance of suprasegmental and grammatical cues for sentencehood for this differential imitation strategy in children and adults. Citation form recordings of words were spliced into word strings such that some strings were syntactically, semantically, and pragmatically well-formed, while other strings deviated from well-formedness in one or more of the three ways mentioned.

For adults, the absence of suprasegmental cues had no effect on their ability to differentially handle sentences and non-sentences. For very young children (three years), all word string types were treated as non-sentences, indicating a strong reliance on acoustic cues for sentencehood. As the children get older, their reliance on acoustic decreases and reliance on internal criteria increases so that by age five their performance closely resembles that of adults.

* This paper was to be given at the Linguistic Society of America Meetings, but had to be cancelled due to illness.

Sarita G. Schotta (Virginia Polytechnic Institute)

THE RELATIVE PRONOUN SYSTEM OF OLD SAXON

It is interesting to note the lack of sensitivity in the relative pronoun system of Old Saxon as to number, gender and case (nominative, accusative, dative and genitive cases) when one considers the significance attached to these categories in later West Germanic dialects; i.e., Present Day English and Modern German. Besides analyzing the relative pronoun system and illustrating the various approaches to this particular grammatical category within Old Saxon, this paper outlines how some of these solutions are subsequently utilized by related dialects while some are ignored.

Germanic dialects, with the exception of Gothic, which employed the unique relative particle, -ei, show several treatments of the relative pronoun within each dialect. Older studies of OS list various relative forms, but fail to provide a general framework and classification for the relative pronoun system.

This paper argues that these forms belong to two major sets: Specific and General. According to certain characteristics of the antecedent phrase, the Specific set of relative pronouns consists of the following three subsets.

Antecedent Phrase	Relative	Examples of Antecedent and Relative
1. Where antecedent → Locative Noun/Adverb	THAR	an them uuïha...thar
2. Where D → THAT/ênig...	THAT	that sâd...that
Where D → THES	THES	thes libbiendies godes... thes
3. Where antecedent → Noun (Pl)	THEA	thea helidos...thea

The General set of relatives, symbolized by THE, provides the all-purpose relative. Only this set is subject to deletion rules; i.e....radgego/the rihtien scal/ Iudeono gumskepi/ endi THE is geba uuesan/ mildi.

C. H. Snellings and S. G. Schotta

A PRELIMINARY LINGUISTIC ANALYSIS OF THE MARGINAL STAGE DIRECTIONS OF SHAKESPEARE'S FIRST FOLIO

Previous studies of Shakespearian stage directions have been chiefly concerned with the directions inherent in the dialogue and have largely overlooked the marginal directions. From a linguistic point of view these marginal, or explicit, directions may be analyzed in terms of their semantics and syntax. The corpus of data consists of marginal directions drawn from sixteen plays selected from the First Folio with consideration of their type and date of publication.[1] Theories of Elizabethan staging are discussed in light of conclusions drawn from the survey.

[1] The plays selected as a basis for this study are the following: The Two Gentlemen of Verona, The Winter's Tale, Love's Labour's Lost, The Tempest, Measure for Measure, The Merchant of Venice, Timon of Athen, Henry IV part I, Twelfth Night, The Taming of the Shrew, Henry V, Romeo and Juliet, Macbeth, Henry VI, King Lear, and Coriolanus.

Charles Travis (University of North Carolina)

HOW WE SPEAK AND UNDERSTAND ENGLISH

This is a defense of the encoding-decoding model of linguistic competence. On that model, we use our knowlegde of English in understanding it by converting acoustic signals into signals containing syntactic, semantic and other sorts of linguistic descriptions. In speaking English, we convert a signal, containing non-syntactic linguistic descriptions into one containing a syntactic description, and finally into an utterance.

The model is a natural one for linguists because it is close to a sort of artificial linguistic competence a linguist might create. However, Harman ("Psychological Aspects of the Theory of Syntax," Journal of Philosophy, LXIV, 1967, "Language, Thought, and Communication," unpublished, "Three Levels of Meaning," Journal of Philosophy, LXV, 1968.) and others have raised serious objections to it. The underlying reason for these objections is that there is a logical gap between decoding and understanding. This is because understanding is a kind of state not included in any description of the decoding process.

Once we understand the above points, it is possible to show two things. First, the encoding-decoding model is a necessary part of any explanation of how we speak and understand English. Second, the logical gap that leads to the objections does not imply that the explanation provided is not sufficient. On the contrary, I will show good reasons for thinking that it must be.

Arold M. Zwicky (University of Illinois)

ON WHAT SUGGESTS ITSELF

In this paper the analysis of the verbal construction in sentences like *It suggested itself to me that Gordon was a robot* and *That we should leave immediately suggests itself to me* is examined in considerable detail, with a view towards the structure of different sorts of arguments in generative syntax. An analysis originally suggested by Peter Rosenbaum is taken as the starting point. This analysis is subjected to a series of criticisms, each criticism illustrating one type of syntactic argument. Analogous arguments in other areas of English syntax are provided. Finally, it is argued briefly that the treatment of the *suggest itself* construction as an absolute reflexive (of the type *absent oneself*, *behave oneself*, etc.) avoids the chief difficulties of the Rosenbaum analysis.

Although the paper treats a very small problem in English syntax, its purpose is more ambitious: to illustrate the degree to which fundamental questions of theory are brought into play even in quite routine analyses, and to provide a carefully worked out, but small-scale, example of the methodology of transformational grammar.

Charles J. Fillmore (Ohio State University)

LEXICOLOGY OF GUILT

An exploration of the concepts necessary for semantic descriptions of a set of English verbs that make reference to certain kinds of ethical judgments about human actions. The verbs under observation will be: accuse, criticize, scold, blame, apologize, forgive, justify, and excuse. Of particular relevance for theories of the speech act will be a proposal for revealing the distinction between what is presupposed and what can be asserted by uses of these verbs, and how such information is to be related to the grammatical description of the sentences that contain them.

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